Parental Attachment on the Social and Emotional Development of Children: A Case of Mashonaland East Province, Zimbabwe.

1. Richard Susa and Kudzai Chinyoka 2*

1.Mugabe Primary School, UzumbaMarambaPfungwe District, Mashonaland Province .
2. Great Zimbabwe University, Department of Educational Foundations.
Corresponding Author:Richard Susa

Abstract: The study carried intended to find out the impact of parental attachment on the social emotional development of children in Mashonaland East Province. Specifically, the objectives of the study were to identify pupils' behavioural, personality, emotional and social traits due to parental attachment at the same time establishing the effects of parental attachment on the social emotional development of children.The mitigatory measures to minimise the negative impacts were discussed. The multiple case study design was used. Data were collected using open-ended questionnaires, unstructured interviews and observation guides. In this study, a sample of four (4) boarding primary school children, four (4) parents, four (4) teachers, and four (4) administrators were used. The study was informed byErik Erikson's theory. Findings revealed that parental attachment impacted on the social emotional development of boarding primary school children. The results established that children were laced with behavioural, emotional and social challenges hence empathetic, supportive attachments and relationships were essential to optimize social emotional development. The study recommended that the process of socialisation involves nurturing of likes and dislikes, interests, attitudes, values, goals and aspirations in the hearts of children through parental attachment. The researchers recommended the issue of Guidance and Counselling as aiming to train the learners to become efficient members of the society. If the social needs of the students are not properly fulfilled, they become socially maladjusted. Thus, to avoid maladjustment of the pupils, proper nurturing of social qualities by parents must be done through parental attachment.
Key Words: Social development, Emotional development, Parental Attachment, Behaviour, Development

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I.   BACKGROUND OF THE STUDY

Globally, the trends of family life have changed. Taking into consideration the family life in the twentieth century and twenty-first century there are so many distinct features which have led to the crippling of parental attachment prompting the researcher to seek the reasons and more information about the nature of a child's early social development which provides the foundation for social relationships as adumbrated by Feldman (2009). Children were being deprived of their time and chance to be with their families since most of the parents have relocated to neighbouring countries and overseas in search of better living and working conditions. Rice (2012) quoted in Ganga and Chinyoka (2013) asserted that the parental task is to fulfill emotional needs so that the children can grow to become emotionally secure and stable persons. If children's needs for love, affection, security, understanding and approval are not met, they are likely to develop negative feelings. When children are deprived of their emotional and social needs due to lack of parental attachment, they may become fearful, hostile, insecure, anxious and rejecting persons.

The belief that child-parent attachment plays an important role in social emotional development occupies centre stage in most contemporary theories of childhood development. Research studies worldwide have raised concerns about lack of parental attachment as influencing dichotomous patterns of social competence, prosocial behaviour, antisocial behaviour, and behaviour problems in childhood development, (Waters, Wippman, and Sroufe, 2013). This has also led parents or legal guardians to send their offsprings to boarding primary schools as a way of covering up for their absence again prompting the researcher to find out if this does not create a hullabaloo effect socially and emotionally on these young ones due to lack of parental attachment.

Thus, one can safely allude that children are like a sponge, they absorb everything, specifically emotions, tensions and actions but parents do not realise there is so much water inside which entails the multi-faceted needs of the children namely parental care, love, warmth, a sense of belonging, security only to mention a few.

Theoretical Framework

The theoretical framework dealt with Erik Erikson who were eclectically approached to give a holistic view of parental attachment in relation to social emotional development of primary school children in Mashonaland East Province.

Erikson saw that each stage of development presents its own unique challenges, which he then called crises. Erikson believed that these crises of the ego presented challenges to one's individual identity. Chauhan (2014) argues that successful human development (or psychosocial development) depends on meeting and overcoming these tasks or crises. For each stage, Donald, Lazarus and Lolwana (2010), shared that Erikson specified a basic strength that arises from successful resolution of the identity crisis that the developing person faced at that stage. For Erikson, social-emotional development is indeed growth of the ego.

It is evident from the theoretical framework of Erikson that humans are affected by their experiences of growing up in ways that importantly shape their life styles. Parental attachment and social-emotional development involves a sequential nature-nurture development. According to a research in Malawi by Kalemba (1993) cited in Moyo, Susa and Gudyanga (2015) they say *"mimerandipoyamba"* meaning that the child is like a plant it must be nurtured while it is young for it to grow up strong, healthy and productive. Thus, good father-mother-child relations are associated with absence of emotional, social and behavioural difficulties in adolescence and greater academic motivation since those children who grew up attached or felt close to their parents are more likely to behave well.

Purpose Of The Study

Children who begin their lives with the essential foundation of secure attachment fare better in all aspects of functioning as development unfolds.This study was aimed at unearthing the impact of parental attachment on the social emotional development of primary school children. The following research questions below epitomized this research study:

⚒ What is the importance of parental attachment in promoting the social emotional development of primary school children?

⚒ What are the mitigatory measures which can be taken into consideration to minimise the negative impacts of parental attachment on the social emotional development of boarding primary school?

II. METHODOLOGY

Research Design

For this study, the researcher used a multiple case study design as a way of beseeching information on the impact of parental attachment on the social and emotional development of children in Mashonaland East, Zimbabwe.

Sample

Cohen and Manion (2011), stated that, sampling is obtained in such a way that every member of a population has an equal opportunity of being observed. It is a finite part of a statistical population whose properties are studied to gain information about the whole. In this study, purposively sampled (Lyon and Hardesty 2015), four (4) boarding primary school children, four (4) parents, four (4) teachers, and four (4) administrators of the selected four boarding primary schools in Mashonaland East Province, Zimbabwe.That gave a total of sixteen research participants in the study.

Data Collection Procedure

To collect data, the questionnaire, observations including audio visual materials and interviews, were employed as data collection tools.The researcher sought for permission to carry out the research from the Ministry of Primary and Secondary Education, Provincial Directors, District Education Officers, Authorities of church run boarding schools, Heads of primary schools and again from the guardians of the primary school children since all these children were under the age of sixteen (16) which is the consent age.

Data Presentation and Analysis.

Marshall and Rossman, (2014) suggested that data analysis involved sorting out, sifting, balancing and cross checking data from different strata. Coding of qualitative data created either qualitative or quantitative categories.

Ethical Considerations

The ethical issues such as informed consent, secrecy, principle of no harm, benevolence and consequences for the participants were taken into account. In this study confidentiality

wassignificantlyguaranteed. It was of principal importance to consider other people's rights, especially the rights of the primary school children to be particularistic.

Findings And Discussions

The researcher presented and analysed data in order to raise themes which emerged from the varied data corpus and findings from the research participants. The major objective of this study was to explore the impacts of parental attachment on the social emotional development of primary school children which unearthed a myriad of issues from the research participants. The emergent themes were given as behavioural challenges, resources, identity crisis, emotional development challenges, social development challenges and adaptation challenges.

Theme 1. Behavioural Challenges.

All Data Sets bemoaned the issue of behavioural challenges, some alluding it to environmental changes inclusive of emotional attributes which in most cases reflected the issue of parental attachment. Findings from parents identified behavioural challenges such as the use aggression and bullying. Though cases of bullying have declined in some instances, parents complained that there is a resurgence of a once extinguished behaviour that is bullying. They complained that, *"vanavarikugededzanamahusikukumahostelsnenyayayechikafu, kana kunziendaunowacha uniform dzangupakatipesvondo"* (Bullying is now rampant in hotels, the big boys instruct the smaller ones to give them food or to go and wash the Bully's uniforms). Reports of bullying and aggressive behaviours were slowly trickling in and were a now a cause of concern. Teachers and School Heads partially refuted the claims and acknowledged that there were fewer cases of bullying but pupils exhibited emotional problems such as aggression which were more behavioural in nature than actual bullying which is tantamount to the dismissal of the perpetrator at school. Contrary to the Heads and Teachers report, some children were very much emotional on the behaviours espoused by their counterparts especially the bigger guys. They said that, *"mazuvaanohavacharova, asivanokuitisatwumabasatwakafananananekumuwachira, kumutsvairirapaduty rake muhostel kana kugadzirapabedpaarara kana akaitawetindiweunobudanemablanketsachopanze"* (these days bullying is now with a different format, they can make you wash for them, sweep or do the bedding for him or her, even if it means he or she has messed his or her bed linen, they can make you take care of it). Teachers on the other hand, raised disciplinary issues amongst boarding primary school children most of which happened in the dormitories but were not keen to divulge the extent of such behavioural problems. From DataSet of teachers, one Teacher indicated that some of the boys were rude, selfish, bossy, demanding, giggly and silly behaviourally which led them to engage in animal-like behaviours which can be controlled. Another teacher added that some boarding primary school children exhibited violent extremes with temper tantrums reappearing here and again especially when emotional due to introversion and longing for parents is prevalent.

School Heads accused boarding primary school children of pilfering, lying and vandalism of school property. Boarding primary school children were said to vandalise property such as beds, plugs, school furniture if they were not properly occupied. Reports of smashed windows, broken chairs, doors in their dormitories were rampant. Lying and foul language in their own play time was the order of the day. Parents, Teachers and some other children also acknowledged the same fate in boarding primary school children during their play time. The causes of these problems were identified as emanating from environmental influences such as peer pressure as well as parental attachment factors which include rearing patterns, detached, insecure attachments with their parents.

Literature review also substantiated the above findings. Attachment between a child and a caregiver develop even in the face of mistreatment and fear, but these attachments are called insecure (Rutter, 2014). Insecure attachments have been found to have a strong link to later social inadequacy and psychopathology, while secure attachments generally predict later social and behavioural competence (Ainsworth, 2009; Child, 2012). A research carried out in Posada (2009) examined the responsiveness hypothesis in home and hospital observations of children from very poor families in Bogota. They found that securely attached infants had caregivers who were rated highly on animation and cheerful mood. These caregivers talked positively about their children, engaged playfully with them, and did not scold their children in angry or resentful tones. (Muhamedrahimov, 2015): Fuhrmann and Munchel, (2013), reported that institutionalized (boarding) children had disorganized attachments. They also described them as passive and quiet because of emotional distress of the missing link between parent and child (Gunnar, 2011). A child with insecure attachment or an attachment disorder does not have the skills necessary to build meaningful relationships. Children with attachment disorders or attachment problems have difficulty connecting to others and managing their own emotions and behavioural actions. This results in a lack of trust and self-worth, a fear of getting close to anyone, anger, and a need to be in control. A child with an attachment disorder feels unsafe and alone.

In concurrence with findings from the Field Data (2016), Bowlby (1951) in Crain (2011) was struck by the inability of many institutionally reared children to form deep attachments in life.According to Bowlby conditions in many institutions do seem unfavorable for the formation of intimate humanities. Ainsworth (1963)

in Crain (2011) asserts that such individuals use other people solely for their own ends and seem incapable of forming loving, lasting ties to others. Thus, boarding children, receive physical needs and no-one is around to heed the children's cries to return to their smiles, talk to them, pick them up when they desire. The researcher also noted with great concern that boarding schools are aggravating deviant personalities in children irrespective of them being church, council or government organizations. Thus, the lack of parental attachment influences sporadic, imitative or largely patterned behaviours contributed mainly by peer pressure or in group cohesion in which these children are attached to when at school in the boarding environment.

Theme Two: EmotionalDevelopment Challenges

Findings from the participants on emotional development challenges proved the essentiality of parental attachment in every respect of the child's development. Participants in different Data Sets managed to unpack how children in the boarding primary set up grieved emotionally to be home with their parents. They genuinely admired their counterparts (day scholars) who stayed nearby with their parents.

Findings from Data Set of children exposed much feelings of children. Children shared that, *"kusinamaihakuendwe, zvimwezvinhuzvatinosangananazvozvinoda baba namaivaripo, manjeinindinaamaichete babahandivaziveapakunokuboardingmasenioranokupinza busy woshayawekuchemeradaizvaibvirandaiendazvangu"* (the best place to be is where your mother is, there are certain situations which we face here at the boarding set up which calls for one to be near his or her parents, but now I am in a different situation, I don't know my father and here at school the senior boarders give us a torrid time and there is no one with whom I can share my feelings with).

Parents shared similar sentiments with their children. They held that

"Mtukudziakaimbaakatidzokauyamwemwanawangu, aingeazvionashuwa, as parents pfungwadzinengedzisiripanzvimbo thinking kuti how is my child coping with every demand of the boarding situation yet nekuomakwezvinhukudaizvakaomahazvo" (Dr Oliver Mutukudzi once sang about a mother calling her child back home, he knew that as parents we won't be settled in our right frame of the mind knowing that your child is staying away from you especially with these economic hardships everything keep us parents anxious to know no more about his or her well-being). Teachers and Parents had similar views of visitations and exit weekends. Parents opined that children exhibited great emotional tendencies such as being jubilant, overjoyed, thankful, crying and even the eating tendencies depicted the happiness from the heart when we visited them. According to the teachers, it was a clear indication on how government must reverse its ban on exit weekends and even the school authorities must erect telephone booths for the kids so as for them to continuously communicate with their parents.

Literature authenticated the above research findings in every respect. The major indicators of displeasure and discomfort in a child's life were emotions. Deltart, Sroute and Cooper (2014) defined emotions as a state of feeling that arise when a person or young child evaluates an event in a particular way. Thus, teachers and parents should meet all the emotional needs of children and regulate them in a required manner. The scholars' findings showed that children from different environments have different emotions. Primary school learners also displayed the emotions of shame and guilt which occurred as a result of a child's engagement with the immediate environment. Erikson cited Lahey (2009): Santrock (2012) Chauhan (2014) viewed shame as an emotion in which the child feels exposed, vulnerable and bad. This implied that if boarders managed to dress, feed or tie their shoes alone, will feel encouraged but if they fail will feel ashamed. The emotion of shame occurs as a result of comments from parents, caregivers and among themselves. From the comments, the child will evaluate himself or herself. In support, Erikson in Allen and Marotz (2010) echoed that bad comments exposed the child to feel discouraged and register the emotion of shame. With the boarding primary scholars, temper tantrums are frequent when children find that they cannot manage activities because of separation anxiety. According to McCall and Groak (2008) institutional (boarding) children have insecure attachment due to the child's movement from one caregiver to another. Fuhrmann and Munchel, (2013), reported that institutionalized (boarding) children had disorganized attachments. They also described them as passive and quiet because of emotional distress of the missing link between parent and child (Gunnar, 2011). A child with insecure attachment or an attachment disorder does not have the skills necessary to build meaningful relationships. Children with attachment disorders or attachment problems have difficulty connecting to others and managing their own emotions. This results in a lack of trust and self-worth, a fear of getting close to anyone, anger, and a need to be in control. A child with an attachment disorder feels unsafe and alone.

To be able to engage in learning, a pupil needs to be able to take risks, to learn new things and face new challenges. A good learner needs to be able to manage frustration and anxiety, have good self-esteem, be willing to take risks and be able to ask for help when needed.

Theme Three: Social Development

Social development, from the findings, emerged as another dormain which was being impacted by parental attachment. From the findings,it was evident that parents had a larger part to play in the social development of their children.

Teachers reminded the researcher that if social development from the parents is limited, their children will exhibit relationship problems, behavioural problems hence the need to be socially adjusted back home. Teachers shared that parental attachment played a critical role on the social development of their children through aiding the necessary social skills like tolerance, acceptance, *"kumhoresavamwe, kugaranevamwezvakanaka" (greeting others, a harmonious living together).* They added that, *"vamwevanahavakwanisekuvanestable friendship, kana kutauranevamwezvakanakavachisolvermaproblemsunotoonakutiiriidambudzikorekumba"* (some boarding primary school children have no stable friendships and cannot even enjoy conversations with others when trying to solve problems hence one can easily ascertain the source of the problem). From all Data Sets, they expressed much concern on the interaction skills, relationships, maladjusted personalities like being rude, unkind, bossy, demanding, a bad teacher-pupil relationship only to mention a few. The teacher posited that "*this type of asocial behaviour inotobvakumubereki, vanavanengevachionavachitukana, mumbahamunarudo, the only way to solve problems kurovanachete*" (this type of asocial behaviour emanates from the home environment where the children witness cases of abuses or fights and there is no parental love hence the only way of solving problems is fighting). This is in lieu with literature review which suggested that, the nurture assumption, according to Lykken, (2010) maintained that children were shaped, chained and socialized primarily by the guidance and modeling of their parents, and therefore, family environment played a significant role in the social development of every child. Parenting is not a self-sufficient and self-sustaining act, but isinherently directed toward the well-being and functional behavioral development of a child. People who were inadequately socialized tend to be incompetent parents and produce inadequately socialized children who, in turn, become incompetent parents (Lykken, 2010). Parents were responsible for creating a healthy family life and should be educated in effective parenting attachment. Proponents of the nurture assumption believe in the critical influence of parents and advocate the idea of parental licensure (Lykken, 2010; Westman, 2014).

Erikson (1950) in Lahey (2009) provided another important theory related to social development which emphasized the interplay between the social and emotional domains. Erikson highlighted the importance of the child resolving a series of conflicts were interpersonal relationships played an important role. According to Vygotsky (1977) cited in Hayes (2008) children learn best in their cultural set ups through play as they interact with each other. Hence games like *mahumbwe, nhodo, tsoro,* makes the children a head taller than themselves and in the same vein they learn what others do in their cultures (multi-culturalism) thereby instilling tolerance, acceptance, appreciation mentality only to mention a few.

Basing on the findings above, parents through attachment, form a child's comprehensive development of social skills which include child's knowledge, attitudes and skills related to being aware of one's own and others' emotions, managing impulses and behaving appropriately, communicating effectively, forming healthy and meaningful relationships, working well with others and resolving conflict. Behaviour which children and adolescents observe within their home or culture including a child's beliefs about himself or herself and his or her competence (self-efficacy) affect social behavior which, in turn, will have an impact on the social development.

Theme Four: Identity Crisis

Heads tallied in their assertions on the issue of identity crisis faced by boarding primary school children which hinder their social emotional development. All Heads receipted the issue of antisocial behaviours. They said that, *"vana ava nekudakwekusazivapavamirehavatanekutorwanemweyawenzvimbo, kuchinjiswachimiro, hunhunemafungironemweyayenzvimbo"* (these children they are easily swayed to change their real identities because of environmental factors). It emerged from the findings that these boarding primary school children were exposed to different social backgrounds.

The Heads also raised the issue of identity crisis as emanating from broken parental influences and peer induced disruptive behaviours. In the same quest, disciplinary challenges were also noted in boarding primary school children as having the roots of identity crisis by Teachers. In this regard, some of the teachers labelled other boarding primary school children as social misfits and these clearly denoted to them that at home they stay alone or under the tutelage of other siblings or else they will be from single parent families and lacked much love. They concurredthat though teachers were humanistic in nature their love was more artificial than the natural love and care which can be provided by their parents back home. Teachers asserted that, *"vana ava vanodakurarama an artificial life isiriyavo and be identified with the bad deeds"* (children when they are incorporated in the boarding system they try to live an artificial life so as to be identified with notoriety at school. This concurred with the parents' views. Parents argued that they always advised their children to avoid living life not within their means. They said, *"vanavedu kana vasangananevamwevanokangwanwakwavakabva,*

in life just know your identity to reach your destiny chete" (when children meet, because of peer pressure they tend to forget their real identities or where they came from). Family background and its socio-economic status is a key to a pupil's life and outside of school and also influences pupils' social emotional development. The environment at home as a primary socialization agent influence child's interests in school and aspirations for the future.

  The above findings measured against research findings in literature review acknowledged that childhood is a critical time in self-development. (Sameroff, Walker and Smith, 2015). Erik Erikson coined the term "identity crisis" to describe the process many children go through in their attempt to (re)define themselves. People's thoughts about themselves follow a developmental sequence of increasing generality and abstraction. Young children focus on specific concrete, observable aspects of themselves, such as their physical characteristics and typical activities. As they age, children increasingly couch their self-descriptions in terms of more general traits and qualities that subsume these more specific attributes. They also begin to define themselves in social terms. Self-descriptions become increasingly more general and abstract during adolescence, with an emphasis on hidden, psychological characteristics for example, feelings, motives rather than observable, physical ones. The ability to settle on a school or occupational identity is pleasant. These young ones, according to Minnett (2014), are confronted by the need to re-establish boundaries for themselves and to do this in the face of an often potentially hostile world. This is often challenging since commitments are being asked for before particular identity roles have formed. At this point, one is in a state of identity confusion, but society normally makes allowances for youth to find themselves, and this state is called the moratorium, (Erikson, Sroufe and Egeland 2015: Feldman 2012: Feinberg and Hetherington 2014). This entails that the individuals are more concerned with establishing who they really are and at the end of this stage those who successfully, resolve this crisis achieve a sense of identity because they know who they are. Those who remain locked in doubt and insecurity experience identity problems, confusion, peer pressure will be at its maximum.

  Research studies illuminated an interesting assertion, that is, understanding Erik Erikson's own story of personal development facilitates and illuminates an understanding of the need of parental attachment to inhibit social challenges in form of identity crises met by boarding primary school children. Erikson led a remarkably individualistic life. Because of these unusual circumstances, he had an obvious "identity problem," which surely influenced not only his unconventional lifestyle, but also his ideas about the crises that each person encounters at each stage of his or her life.

Theme Five. Adaptation challenges
  Change of environment was another challenge faced by boarding primary school children. From the findings from interviews with children and teachers, they acknowledged that families were a significant factor for the social emotional development of all boarding primary school children. From the interviews, children argued that the aspect of changing environments was a herculean task especially the hostility they faced with other learners. One of the children added that their confidence was low considering that most of the time he/she will be lonely because of treatment they received from the most senior students considering their age and experience in the boarding set up. Children concurred in that they endured a long time since they entered the boarding environment which proved to be a difficult terrain to travel. Children added that, *"boarding primary school haidekutangazvandakaitainikubva Grade 1 inorwadzandakusvika Grade 6 right now zvimwezvachohazvisatizvapindamatirizvinodawonzvimboyawajaira kana kudzidzirauripedyonevaberekiwozouyakuBoarding at least Form One* (one must not start learning at a boarding primary school as early as Grade 1 like what we did, as of now I am in Grade 6 but I am yet to adjust and conform to the needs and demands of the boarding primary school, it is not easy to adjust to the boarding environment, at least Form 1 is commendable for one to be in the boarding environment at secondary level, the home environment nearer parents is the best). This is a clear indictment of how conditions at a new environment are not easily adjusted to without the immediate family as purported by the likes of Bronfenbrenner, Ainsworth, Bowlby and Erikson. Parents induct their children in the environment that is primary socialization.

  Teachers asserted that the environmental demands of the boarding primary school children though it emulated autonomy, intellectual development in an attempt to socially and emotionally develop learners, called for a lot of resilience on the part of the learner and the parents themselves. Adjustment, from the interviews with Teachers called for the parental intervention at large, *muberekihaafanirwekufungamwanazvakanyanyaanofanirwakuita* (the parent must not think much) make sure he or she provides the necessary resources wanted by the children so as for them to be emotionally, socially, physically, intellectually and morally prepared to adapt to the new environment. Teachers added that a socially adjusted child had no problems in aligning himself or herself to the needs and demands of the boarding environment. That is a child with a maladjusted socially background and upbringing will face an uphill task in trying to assimilateand accommodate the needs and demands of the environment. Teachers aired that as teachers they had a mammoth task of trying to change the environment so as to make it fit to the individually differentiated children who experienced different lifestyles in terms of attachment and rearing practices. Hence,

the adaptation challenges led to the rise of other problems which hinder social emotional development since children if not well acquainted to the environmental demands the develop a sense of mistrust which negatively impact their development.

Literature also substantiated the findings on adaptation in espousing children to the Mediation of challenge which constructively helps the mediatee (child) develop a readiness to learn from as many diverse experiences as possible, thus rendering them more adaptable to new and unpredictable situations. Adaption to change is probably the most relevant factor to the structural modifiability of the human condition (Feuerstein and Feuerstein 2001). The shared interaction of the mediator and mediatee therefore plays an important role in its development. And encouraging the learner to confront a challenging novelty rather than give up is vital to the learner's adaptive processes and developing task intrinsic motivation. Therefore, feelings of competence and self-esteem are essential components for developing task intrinsic motivation in the learner, so that she/he meets new challenges with optimism (Dweck, 2009).Therefore, the mediator's role is to regulate, filter and select the stimulus for the learner, so that each new challenge presented to the learner can be met with optimism and feelings of competence. However, cultures vary widely in the challenges they expect of their participants. Therefore, learning how to adapt to challenges expected of participants in one culture may be quite different to those expected in another.

Contrary to the environmental views with regard to parental attachment, Jean Piaget (1952) in Wadsworth, (2014) viewed adaptation (adjustment) to the world as a process of intellectual growth. This happens through, Assimilation, which is using an existing schema to deal with a new object or situation and Accommodation which happens when the existing schema (knowledge) does not work, and needs to be changed to deal with a new object or situation. Equilibration, Chauhaun (2014) gave it as the force which moves development along. Piaget believed that cognitive development did not progress at a steady rate, but rather in leaps and bounds.

Theme 6. The Challenge of Resources

The issue of resources emerged to be one of the biggest challenges faced by boarding primary school children. The findings revealed that resources like personal tuck, water, electricity, food and uniforms sometimes led the boarding life to be unbearable for these children leading to social emotional distress.

From all Data Sets, the issue of water topped the list of resources. Children raised concerns of water. Though all the schools had piped water, it was not readily available always. With this effect, Children opined that, *"Vakomanamvurainonetsakuno, apakunemawater points achokurenemahostelsedu, saka kana tapedza studyna7.30unofanirwakumhanyakunotsvagamvurayekugezamagwana,ndipopaunofungakutidaimuberekiwangu aripondaizowanawowekuchemeraneanokutirawo"* (there is a dire situation of water, the water points are a distance,hence soon after study at 7.30pm we must rush to go and fetch some water, that is when one will be emotional and think of his or her parents as the best place to be). The Heads asserted that those sources of water were drilled in places were there water tables were high but will endeavour to make sure children get water at the comfort of their hostels though electricity was another troublesome situation they relied much on the use of generators to pump water into their tanks.

From the findings under the banner of resources, children faced problems with dining hall food and their own tuck which they brought for their upkeep. Participant C4, asserted that, *"chikafuchekuDHmarwadzo, apakudyakwekutichikafuchawakabva   nacho chinengechirichishomauyezvemabikirwoachoasiyananeekumbamanjeapa   time   yatinodya   especially kumanheruhaiitekudyakuma 5pm wozodyamangwana porridge"* (the food we are provided for by the school at the Dining Hall is poorly cooked and there is a big difference with home cooked food, besides the time we eat is not friendly for us (5pm).

The issue of resources was detrimental in influencing survival skills in children at boarding primary schools. Research findings linked well with the literature review findings in that the care that children receive from parents has powerful effects on their survival, growth and social emotional development. Thus, care refers to the behaviours and practices of caregivers who include mothers, siblings, fathers and child care providers, in their attempt to provide the food, health care, stimulation and emotional support necessary for children's healthy survival, growth and development (Feldman 2009). Schultz and Schultz (2013) added that not only the practices themselves, but also the way they are performed in terms of affection and responsiveness to the child are critical to a child's survival, growth and development.

Literature findings further authenticated the above findings. In this regard, Morrison (2012) posited that the first stage of Erik Erikson's theory centres on the infant's basic needs being met by the parents. The infant depends on the parents, especially the mother, for food, sustenance, and comfort. If the parents fail to provide a secure environment and to meet the child's basic needs, this will erupt a sense of mistrust. According to Erik Erikson cited in Santrock (2009), the major developmental task in infancy is to learn whether or not other people, especially primary caregivers (mothers and fathers), regularly satisfy the basic needs of children. If caregivers (parents) are consistent sources of food, comfort, and affection, an infant learns trust that others are

dependable and reliable (Macionis, 2009). If they are neglectful, or perhaps even abusive, the infant instead learns mistrust, that is, the world is in an undependable, unpredictable, and possibly dangerous place. Erikson thought that if infants are treated in a loving way and their needs are met, they learn to trust. If not, they become mistrusting. Levesque (2012) in Ganga and Chinyoka (2013) argues that a child is often regarded as having limited personal resources and requiring to be protected from being overwhelmed with pressures. Hence, this can only be done through parental attachment.

III. CONCLUSIONS

The researcher presented findings which answered the question on "Impact of parental attachment on the social emotional development of primary school children in Mashonaland East Province, Zimbabwe. The study emptied that poor parental attachment led to poor social skills. The findings echoed that lack of parental attachment bred relationship problems, behavioural problems hence the need to be socially adjusted back home. Thus, children learn social skills in their social cultural set up. Parents through attachment, form a child's comprehensive development of social skills which include child's knowledge, attitudes and skills related to being aware of one's own and others' emotions, managing impulses and behaving appropriately, communicating effectively, forming healthy and meaningful relationships, working well with others and resolving conflict. The study demonstrated that emotional development had a very a strong effect with parental attachment in every respect of the child's development. The emotional tendencies exhibited by children to their parents or vice-versa annulled the reasons why parents send their children to boarding schools. Mainly in an attachment relationship the child wanted to be with the attachment figure, especially when he or she is under stress, secondly, the child derived comfort from the attachment figure and lastly the child protested when the attachment figure is not available. Studies carried out indicated that a child from a happy family was socially and emotionally different from a child whose family was riddled with conflicts (Santrock 2012).

RECOMMENDATIONS

A number of recommendations were availed from the findings in an endeavour to minimise the Impact of parental attachment on the social emotional development of primary school children in Mashonaland East Province, Zimbabwe. Research participants gave their own solutions and recommendations in an endeavour to mitigate the negative impacts poised on the social emotional development of boarding primary school by parental attachment. The study recommended that:

- Primary school teachers must be humanistic in nature as purported by the likes of Rogers and Maslow that is, having unconditional positive regard, empathy and genuineness.

- Parents and Teachers must operate hand in glove to facilitate growth and development in boarding primary school children hence parents should not be defensive about their children's behaviour if teachers raise some issues of concern.

- Parents must provide and cater for all the resources needed at school so that he or she will not lag behind, feel lonely or feel like a social outcast or develop survival skills such as pilfering or stealing other pupils' tucks, eating disorders and being home sick.

- Entertainment and other social activities must be in place at school with the involvement of parents and teachers to enable boarding primary school children to learn through play and bond with their loved ones.

- Parents should not view boarding primary schools as dumping sites for problematic children or those with Special Needs. Though some children are victims of death, divorce, they must be given enough attention and resources to facilitate their maximum growth and development.

- Teachers are recommended to have a know-how of the background of the child in order to help the child socialize with others. For some reasons the child might be ill-treated and some as a result may face difficulties to enjoy the activities that are done with others due to social problems. Some pupils are violent and bully and cause others to withdraw from activities done and end up playing alone, so teachers are encouraged to monitor pupils' during various activities done.

- The process of socialisation involves nurturing of likes and dislikes, interests, attitudes, values, goals and aspirations in the hearts of children through parental attachment. The researcher recommended the issue of Guidance and Counselling as aiming to train the learners to become efficient members of the society and if the social needs of the students are not properly fulfilled, they become socially maladjusted. Thus, to avoid maladjustment of the pupils, proper nurturing of social qualities by parents must be done through parental attachment.

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